

UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING PICTURE GAME TO IMPROVE
STUDENTS' SPEAKING SKILLS AT SMAN 3 MAJENE**



By:

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**This undergraduate thesis is written and submitted to fulfill part of the
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ABSTRAK

Sarah Putri Aninda: Efektivitas Penggunaan Permainan Gambar untuk Meningkatkan Keterampilan Berbicara Siswa di SMAN 3 Majene. **Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat. 2025.**

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan permainan gambar dalam meningkatkan keterampilan berbicara siswa kelas X SMAN 3 Majene tahun ajaran 2024/2025. Metode yang digunakan adalah penelitian kuantitatif dengan desain quasi eksperimen. Populasi dalam penelitian ini adalah seluruh siswa kelas X, dengan jumlah sampel sebanyak 55 siswa yang terdiri dari 26 siswa sebagai kelas eksperimen dan 29 siswa sebagai kelas kontrol. Teknik pengambilan sampel yang digunakan adalah cluster sampling. Instrumen pengumpulan data berupa tes speaking (pre-test dan post-test) serta kuesioner. Hasil analisis data menunjukkan bahwa nilai rata-rata pre-test siswa pada kelas eksperimen adalah 41,36 dan meningkat menjadi 56,31 pada post-test setelah diberi perlakuan menggunakan permainan gambar. Hasil uji independent sample t-test menunjukkan bahwa nilai signifikansi (sig. 2-tailed) sebesar $0,000 \leq 0,05$, yang berarti terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Dengan demikian, hipotesis alternatif (H_1) diterima dan hipotesis nol (H_0) ditolak. Temuan ini menunjukkan bahwa penggunaan permainan gambar efektif dalam meningkatkan keterampilan berbicara siswa. Selain itu, data kuesioner juga memperkuat bahwa siswa merespons positif penggunaan media permainan gambar dalam pembelajaran Bahasa Inggris.

Kata kunci: *Keterampilan Berbicara, Permainan Gambar, Efektivitas Pembelajaran.*

ABSTRACT

Sarah Putri Aninda: The Effectiveness of Using Picture Games to Improve Students' Speaking Skills at SMAN 3 Majene. **Thesis. English Education Study Program, Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025**

This study aims to determine the effectiveness of using picture games in improving the speaking skills of tenth-grade students at SMAN 3 Majene in the 2024/2025 academic year. The research employed a quantitative method with a quasi-experimental design. The population consisted of all tenth-grade students, with a sample of 55 students—26 students in the experimental class and 29 students in the control class—selected using cluster sampling technique. Data were collected through speaking tests (pre-test and post-test) and a questionnaire. The results showed that the average pre-test score in the experimental class was 41.36, which increased to 56.31 in the post-test after treatment using picture games. The independent sample t-test result showed a significance value (sig. 2-tailed) of $0.000 \leq 0.05$, indicating a significant difference between the experimental and control groups. Therefore, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. These findings indicate that the use of picture games is effective in improving students' speaking skills. Moreover, the questionnaire results also showed positive student responses toward the use of picture games in English learning.

Keywords: *Speaking Skills, Picture Game, Learning Effectiveness*

CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the essential skills in English language learning, especially for EFL (English as a Foreign Language) students. Although it has been formally taught in Indonesia for years, many students still struggle to speak English due to various linguistic and psychological factors, such as limited vocabulary, anxiety, and low self-confidence (Zhang & Head, 2020; Pratolo et al., 2019). Similar challenges are also reported in other Asian countries, such as Malaysia and Vietnam (Hashemi & Abubakar, 2019; Nguyen & Tran, 2022).

In Indonesia, these challenges are also evident at SMAN 3 Majene. Based on initial observations, many tenth-grade students experience difficulties in expressing their ideas verbally, particularly when asked to speak in front of the class or respond in English. These issues are often caused by limited exposure to English in daily life, fear of making mistakes, and teaching methods that do not sufficiently encourage active participation.

To address these problems, interactive and engaging teaching strategies are needed. One promising solution is the use of picture games. This visual media not only helps students enrich their vocabulary but also encourages them to speak spontaneously by describing a sequence of images. Therefore, picture games can be an effective alternative strategy for improving students' speaking skills.

In the local context of SMAN 3 Majene, implementing picture games is expected to provide students with a more meaningful and communicative learning experience. This research, therefore, aims to examine the effectiveness of using picture games to improve the speaking skills of tenth-grade students, particularly in terms of fluency, vocabulary use, and confidence in speaking.

B. Problem Identification

This study is limited to Tenth Grade students at SMAN 3 Majene. The

selection of this sample is based on the consideration that Tenth Grade students are at an essential stage in developing their speaking skills. Additionally, they share a relatively similar level of English proficiency, allowing for a more controlled analysis of the Picture Game's effectiveness. The study also considers feasibility factors to ensure efficient data collection.

Based on this limitation, the research problems are formulated as follows:

1. Students experience difficulties in speaking skills due to a lack of confidence and anxiety, which hinder their ability to express themselves effectively in English.
2. Limited vocabulary makes it challenging for students to communicate their ideas clearly and accurately during speaking activities.
3. Some students struggle with giving opinions and understanding English-speaking material, which further affects their participation in speaking exercises and comprehension of spoken English content.

C. Problem limitation

Based on the background above, the problems of the research were formulated as follows.

1. How does the use of Picture game affect students' speaking skills Tenth Grade at SMAN 3 Majene?
2. What is students' perception toward the use of the picture game?

D. Research Objective

Based on the research problems, the objectives of the research were formulated as follows.

1. To find out the effectiveness of using picture game in learning speaking skills in Tenth Grade SMAN 3 Majene.
2. To find out students' responses after learning using Picture games.

E. Significant of the Research

This research is expected to provide significant benefits to English students, and other researchers.

1. Theoretically

This study contributes to the understanding of learning methods, particularly the effectiveness of picture games in improving students' speaking skills. By examining this method, the research enriches existing educational theories and provides insights into how visual-based activities can support foreign language acquisition.

2. Practically

- a. Students and Teachers

Picture games can enhance students' speaking skills through interactive and engaging activities. Teachers may also find this method effective in fostering student participation and motivation in learning English.

- b. Educational Institution

Schools can use this research as a reference to improve teaching strategies, ultimately enhancing students' language proficiency and academic performance.

- c. Researchers

The findings of this study can be the basis for further research on the development of game-based learning methods to improve students' speaking skill.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

In this part, to make study more appropriate, the research found some references materials from another researcher's previous research on picture game for speaking ability.

Numerous studies have explored the use of picture-based media to enhance students' speaking skills. For instance, Risnawelli (2015), Wulandari et al. (2023), and Luruk & Napitupulu (2022) consistently reported that visual aids, such as picture sequences or picture-cued activities, significantly improved learners' vocabulary mastery, pronunciation, and creative thinking in speaking tasks. These studies emphasized that pictures help students grasp abstract ideas more easily, stimulate imagination, and promote greater classroom engagement. Wulandari et al. (2023) even reported a 76% improvement rate among students in speaking performance after using sequence pictures. Similarly, Simamora et al. (2018) and Manurung & Sirait (2023) found notable increases in students' post-test scores after applying picture-based materials.

Despite these promising outcomes, a closer analysis reveals that most of these studies focused predominantly on linguistic improvements, such as vocabulary acquisition and pronunciation accuracy. Few have critically examined the psychological dimensions that also influence speaking performance, such as anxiety, shyness, and lack of confidence. For example, while Risnawelli (2015) acknowledged that first-year students were hesitant to speak due to fear and embarrassment, the study did not propose any specific pedagogical strategies to mitigate these issues. Wulandari et al. (2023) discussed motivation, but did not isolate or analyze the impact of confidence or anxiety on speaking outcomes. Similarly, the works of Luruk & Napitupulu (2022), Simamora et al. (2018), and Manurung & Sirait (2023) remained focused on students' cognitive or academic progress, without exploring their emotional or psychological engagement.

This leaves a significant research gap while the cognitive benefits of

picture media are well documented, the emotional and psychological effects particularly how picture-based activities may reduce anxiety and boost confidence in speaking remain underexplored. Therefore, this study positions itself as an extension and enrichment of previous research by not only focusing on the linguistic development supported by picture games, but also examining their potential to improve students' confidence and reduce speaking anxiety. Unlike earlier studies that mainly used picture media as passive visual aids, this research introduces interactive picture games to create a more dynamic and psychologically supportive learning environment. The effectiveness of this method will be measured not only through pre-test and post-test results, but also through students' perceptions collected via questionnaires ensuring a more comprehensive understanding of both cognitive and affective outcomes.

B. Theoretical Framework

1. Concept of Speaking

a. Definition

Speaking is a fundamental language skill that plays a central role in communication. According to Brown (2001), speaking involves not only producing sounds and words but also using language appropriately in a variety of contexts. Speaking is essential for expressing ideas, opinions, and emotions, and it is often considered the most demanding of the four language skills because it integrates both linguistic and socio-cultural knowledge.

Speaking is a person's ability to speak or communicate orally in a language. In the context of language learning, speaking is one of the four language skills which include listening, speaking, reading and writing. Speaking skills are important in everyday communication, both in formal and informal situations.

Speaking an important skill for students to master. Since language is used as a means of communication, the ability to speak or communicate with others plays an important role. People should know how to express thoughts, opinions, feelings, and ideas through language. Teachers can also use media to allow students to present ideas to peers individually, peer groups, and the whole class.

Speaking is an improbable number of possibilities from which to choose (Luruk, 2022). This is like the process of speaking as many options exist, but not all options can be chosen or realized. In communication, people are often faced with various options of words, tone, body language, and context that affect how messages are delivered and received. While there are many possibilities, not all of these options should be chosen in every situation. As a result, choosing from these various options is sometimes difficult or even impossible. Speaking is very important skill because by mastery the skill people can carry out conversation with other, gives the ideas and changes the information with others. Rikhard (Luruk, Napitupulu 2022).

Based on the definition provided by previous research, the researcher concluded that speaking is a fundamental aspect of language proficiency that enables individuals to communicate orally in a language. Speaking is one of the essential language skills, along with listening, reading and writing, which are crucial for effective communication in both formal and informal settings.

Mastery of speaking allows one to express thoughts, opinions, feelings and ideas, facilitating meaningful interactions with others. However, the process of speaking requires navigating through many options, such as word choice, tone of voice and body language, which can be challenging to choose from in different communication scenarios. Nevertheless, speaking remains an essential skill for individuals to engage in conversation, exchange ideas and convey information effectively.

b. Function

The function of speaking has many interpretations depending on the context, whether in linguistics, psychology, or other fields. Here are some expert opinions on the function of speaking:

- 1) Linguistics: In linguistics, the function of speaking is to convey a message or information from one individual to another using language. This includes various purposes such as giving instructions, sharing information, entertaining, convincing, or asking for help.
- 2) Psychology: In psychology, speaking has an important social function in establishing and maintaining interpersonal relationships. This can include

expressing emotions, strengthening social bonds, expressing self-identity, as well as providing social support.

- 3) Education: In education, the function of speaking is to assist students in understanding and utilizing knowledge, developing critical thinking skills, building confidence, and facilitating collaboration and discussion.
- 4) Intercultural communication: The function of speaking in the context of intercultural communication is to facilitate cultural exchange, understand the perspectives and values of people from different cultural backgrounds, and strengthen relationships between individuals and groups.
- 5) Creative Expression: Some scholars also emphasize that the function of speaking can be a tool to express creativity and imagination, such as in oral literature, poetry, or folklore.

c. Components of Speaking

According to Brown (2001), there are some aspects that should be recognized in learning speaking:

1) Pronunciation

Pronunciation is the way words are spoken, including how sounds, stress, and intonation are used in speech. Good pronunciation is essential for effective communication because unclear pronunciation can make it difficult for listeners to understand the speaker (Zur, Halim, & Syafwati, 2022). Mispronunciations can lead to misunderstandings, sometimes even preventing the intended message from being conveyed properly (Syafwati, 2022). Therefore, mastering pronunciation is a key part of developing strong speaking skills in English.

2) Vocabulary

Vocabulary is the collection of words a person knows and uses in communication. A strong vocabulary enhances the ability to express thoughts clearly and understand others effectively. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Nurjanah, 2018).

3) Fluency

Fluency is the ability to speak smoothly and naturally without excessive pauses or hesitation. It involves maintaining a natural flow of speech while conveying ideas effectively.

4) Comprehension

Comprehension refers to the ability to understand spoken or written language, including understanding meaning, recognizing sentence structure, and responding appropriately.

5) Grammar

Mastery of grammar enables speakers to construct correct and contextually appropriate sentences. This ability includes the use of proper sentence structure, tenses, and appropriate verb conjugations. Good grammar supports clarity and cohesion in oral communication.

To support the integration of these speaking components in classroom practice, a relevant instructional approach is Communicative Language Teaching (CLT). CLT emphasizes that interaction is both the means and the goal of language learning (Richards, 2006). Through real-life communication tasks, such as pair work, role-plays, and interactive media like picture games, students are encouraged to negotiate meaning, use functional language, and speak spontaneously. Picture games, in particular, offer authentic and meaningful contexts that promote communicative interaction. As learners describe images, ask and answer questions, and interpret visual content, they are actively applying vocabulary, grammar, fluency, and pronunciation in ways that mirror real communication. Therefore, this approach not only reinforces the components proposed by Brown (2001) but also enhances students' overall communicative competence.

d. Social Interaction in Speaking Development

One essential perspective in understanding speaking development is Vygotsky's (1978) Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD). ZPD refers to the gap between what learners can do independently and what they can achieve with guidance from more knowledgeable peers or instructors. In speaking activities, especially those involving interactive tasks like picture games, learners benefit from collaborative dialogue and peer modeling. Through social interaction, students can internalize new vocabulary, grammatical structures, and pronunciation patterns more effectively. This aligns with

the idea that language learning is socially mediated, and speaking improves significantly when learners are scaffolded through meaningful communication.

2. Concept of Picture Game

a. Definition

Pictures are visual representations (of objects or scenes or people or abstractions). The use of image media in learning is expected to be able to help students understand the explanation of the teacher (Sirait, Sukendro 2023). Images are a way to show ideas or objects through pictures or visuals. These can be paintings, photographs, or illustrations, and can help us understand or remember something without having to use words.

In learning, students need motivation to learn, one of the solutions is to use games. The learning method in students is learning while playing, children will also find it easier to receive information in the form of multimedia (Rahayu, Fujiati 2018). Games are activities or games that involve the interaction of one or more players with a specific goal, which is usually played within the framework of certain rules or scenarios. Games can be played for entertainment, education, or even training purposes.

Picture games are games where participants have to guess or describe something based on the picture shown,. Pictures can be paintings, sketches, illustrations, photographs, graphs, or other visual representations. Drawings can be made with various media such as pencils, paints, coloured pencils, ink, or digital technology. Pictures are often used as a means of communication, artistic expression, conveying information, capturing a moment, or embellishing. They can be very simple or very complex, depending on the purpose of the creator and the methods used.

b. Function

According (Depari, Azwandi, Syahrial, 2018) games can make students interested, give motivation and invite to participate in learning process. Neyadi (2007) and Al Zaabi (2007) stated that games for learning are intrinsically motivating: they contain novelty and provide players with a sense of efficacy and personal control.

Games is used to makes class fun and cooperative. Using games in teaching can entertain student and help teacher to see student's personality, their cooperative, their relationship and practicality. The functions of picture games according to (Blanco, 2015) include:

- 1) Stimulation of Creativity: In picture games, players can enhance their imagination and creativity skills by solving puzzles that emerge from the given picture.
 - 2) Improved associative thinking ability: Players need to be able to associate the given picture with a relevant word or idea. This trains associative thinking skills and builds strong relationships.
 - 3) Development of critical thinking ability: Players' critical thinking ability is strengthened to succeed in game images if they are able to carefully analyze images, draw conclusions and make appropriate inferences.
 - 4) Improved language skills: While picture games usually focus on images, they can also help players expand their vocabulary, especially if there are additional elements of words or text in the game.
 - 5) Entertainment and Recreation: Drawing games can also be used as fun entertainment and recreation that can refresh the mind.
- c. Theoretical Foundation for Using Picture-Based Media

The use of picture games in language learning is supported by the Dual Coding Theory developed by Paivio (1986), which proposes that individuals process information through two separate channels: the verbal system and the non-verbal (visual) system. According to this theory, when learners are exposed to both words and images simultaneously, they are more likely to understand and retain information effectively. Visual representations such as pictures help encode abstract concepts into concrete forms, making them easier to recall during communication tasks. In the context of speaking, pictures serve not only as memory aids but also as stimuli that promote active thinking and verbal expression. Therefore, integrating pictures into games helps students associate words with visual cues, improving vocabulary retention and conceptual understanding.

3. Students Perceptions

a. Definition of Students' Perception

Students' perception refers to how learners receive, interpret, and evaluate experiences related to teaching methods, media, or learning environments. It is a cognitive and affective process that plays a critical role in shaping how students respond to instruction (Mohtar, 2023). Pareek, as cited in Sobur (2003), defines perception as the process of receiving, selecting, organizing, interpreting, and responding to stimuli from the environment. This process enables individuals to make sense of their surroundings through sensory input and internal interpretation. In educational settings, perception influences how students react to pedagogical strategies, which in turn affects their learning outcomes, motivation, and classroom engagement (Iqbal & Rosita, 2022).

b. Types of Perception in Educational Context

According to Mohtar (2023), students' perceptions in learning contexts can be categorized into several types:

- 1) **Cognitive Perception:** This refers to how students intellectually process learning experiences, such as the perceived usefulness or clarity of a method or material. It influences comprehension and academic performance.
- 2) **Affective Perception:** This involves emotional responses, including enjoyment, boredom, or anxiety during the learning process. Positive affective perceptions can enhance learning motivation and participation.
- 3) **Behavioral Perception:** Related to students' attitudes and actions following their perception, such as increased class participation or avoidance behavior.
- 4) **Social Perception:** How students perceive social aspects of learning, such as teacher support, peer collaboration, and classroom interaction (Mohtar, 2023; Sudirman, 2020).

c. Indicators of Students' Perception

Mohtar (2023) outlines several indicators that can be used to assess students' perceptions effectively:

- 1) Attention and Focus: How well students pay attention to the learning method or media indicates cognitive engagement.
- 2) Interest and Enjoyment: Affective indicators showing whether students enjoy the learning experience or find it boring.
- 3) Comprehension and Interpretation: Measures how well students understand the materials and instructions given through the method.
- 4) Feedback and Response: Students' reactions verbal or non-verbal such as participation, questions, or feedback to the method used.
- 5) Perceived Usefulness: Whether students believe the method or media helps them learn effectively.
- 6) Perceived Ease of Use: Especially relevant for digital media, it assesses whether students find the platform or method easy to navigate (Iqbal & Rosita, 2022).

d. Theoretical Perspectives Supporting Students' Perception

1) Krashen's Affective Filter Hypothesis

Stephen Krashen's Affective Filter Hypothesis (1982) emphasizes the role of affective factors such as motivation, confidence, and anxiety in language acquisition. According to this hypothesis, these emotional variables act as a filter that can either block or allow language input to be processed. When the affective filter is low (i.e., students feel motivated, confident, and relaxed), learners are more likely to acquire language effectively. Conversely, a high affective filter, often caused by fear or low self-esteem, may prevent input from being internalized, regardless of its quality.

In classroom settings, strategies that reduce anxiety and enhance motivation are essential. When learners feel emotionally safe and supported, their affective filter is lowered, allowing more language input to be absorbed. This concept supports the use of interactive and enjoyable methods such as picture games which help students feel relaxed and more willing to speak in English, thereby improving their perception of the learning experience.

2) Kolb's Experiential Learning Theory

David A. Kolb's Experiential Learning Theory (1984) provides a framework for understanding how learners acquire knowledge through experience. Kolb proposes a four-stage cyclical process:

- (a) Concrete Experience – Engaging in a direct activity or task.
- (b) Reflective Observation – Analyzing and reflecting on that experience.
- (c) Abstract Conceptualization – Connecting the experience to broader concepts or language rules.
- (d) Active Experimentation – Applying what has been learned in new contexts.

This model is particularly relevant to speaking instruction, as activities like picture games involve real engagement with language, reflection on communication, integration of vocabulary and grammar concepts, and reapplication in future practice. Kolb's theory reinforces the idea that students' perceptions are shaped not just by what they are taught, but how they experience the learning process.

Both Krashen and Kolb emphasize the importance of creating meaningful, emotionally safe, and engaging learning experiences. These theoretical perspectives highlight that positive student perception is not accidental but can be cultivated through intentional instructional design.

C. Conceptual Framework

The schema of the conceptual framework of this research can be illustrated in the table 2.1.

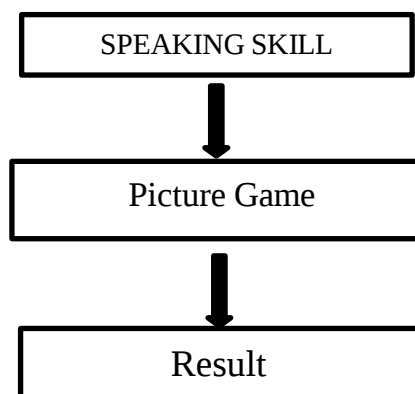


Table 2. 1 conceptual frame work

The explanation of the research conceptual frame work is as follows :

Speaking is one of the essential English language skills, critical for conveying information verbally in a clear and understandable manner. Based on interviews conducted with teachers and students at SMAN 3 Majene, it was found that many students struggle with speaking, particularly due to limited vocabulary. This difficulty, combined with a lack of opportunities to practice, serves as a barrier to improving their communication skills.

To address this issue, this research proposes the use of Picture Games. Picture Games involve presenting students with one or more images and assigning them speaking tasks based on those visuals. These tasks often encourage students to describe, interpret, or create stories, promoting creativity and enhancing speaking skills in an interactive and enjoyable way.

The use of Picture Games in this study is grounded in David A. Kolb's Experiential Learning Theory (1984), which emphasizes learning through direct experience, reflection, and application. Kolb's model shaped by the educational philosophies of John Dewey, Kurt Lewin, and Jean Piaget presents learning as a cyclical process involving four key stages:

1. Concrete Experience

Students engage directly with pictures through speaking tasks such as describing, narrating, or problem-solving, providing hands-on speaking practice.

2. Reflective observation

After the activities, students reflect on their performance, identify areas for improvement, and discuss useful vocabulary or phrases they encountered

3. Abstract Conceptualization

Students relate their experiences to linguistic knowledge, such as grammar rules or sentence structures, thereby reinforcing their understanding of language use.

4. Active Experimentation

Finally, students apply what they have learned to new situations, such

as role-playing or pair discussions, helping to build their confidence in real-life communication scenarios.

Picture Games can be tailored to fit different student proficiency levels and classroom contexts. The difficulty of tasks can be adjusted, and the content of the images can be made relevant to current lesson topics. By aligning game content with classroom goals, students engage in meaningful learning experiences that feel purposeful and motivating.

To evaluate the effectiveness of Picture Games in improving speaking skills, this study also utilizes a close-ended questionnaire consisting of 20 items. The questions aim to gather students' perceptions on how Picture Games influence their vocabulary acquisition, confidence, and overall speaking ability. These insights are expected to provide valuable feedback on the technique's impact and areas for further development.

In conclusion, this conceptual framework guides the research by establishing a clear connection between experiential learning and the use of Picture Games to enhance speaking skills. By integrating Kolb's learning cycle into the classroom design, students are given opportunities to engage actively, reflect on their progress, internalize language rules, and apply them in meaningful ways. This method offers a comprehensive and effective approach to language development and confidence building.

The expected result of this research is that picture games can effectively enhance students' speaking skills by increasing vocabulary, boosting confidence, and creating an engaging learning environment. This method is anticipated to help students overcome their speaking difficulties and encourage active participation in learning activities. Overall, this conceptual framework helps guide this research and provides a solid foundation for our understanding of the phenomenon we are researching. As such, this conceptual framework has great value in the context of our research, as well as the potential to make a meaningful contribution to the field of improving speaking skills.

D. Hypothesis

1. Alternative Hypothesis

H1 = The use of picture games is effective to improving of speaking skills of students in tenth grade at SMAN 3 Majene.

2. The null hypothesis

H0= The use of picture games is not effective in improving the speaking skills of students in tenth Grade at SMAN 3 Majene.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was conducted on the effectiveness of using picture games as a learning method to improve students' speaking skills, and from the findings and discussion in the previous chapter, the researcher concluded the following:

1. The implementation of picture games led to a significant improvement in the speaking performance of students in the experimental group. The average speaking score increased from 41.38 in the pre-test to 56.31 in the post-test, reflecting a mean improvement of 14.93 points. In contrast, the control group showed only a slight improvement, from 36.69 to 41.45 (a gain of 4.76 points). The result of the independent sample t-test showed a significance value of $p = 0.000 (< 0.05)$, indicating that the use of picture games had a statistically significant effect. Therefore, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected
2. In addition to the quantitative improvements, students' perceptions of the picture game method were overwhelmingly positive. Based on a questionnaire completed by 26 students in the experimental group, the average perception score was 80.42%, categorized as "Successful." Students reported that the method made English learning more enjoyable, helped them better understand the material, increased their speaking confidence, reduced their anxiety, and motivated them to participate more actively in class.
3. These findings suggest that the effectiveness of picture games is influenced by multiple interrelated factors. First, the visual support from the pictures helped students generate ideas more easily and understand abstract vocabulary. Second, the interactive and game-based nature of the activity promoted student engagement, particularly among those who were previously reluctant to speak. Third, picture games created a low-anxiety learning environment, which aligns with Krashen's Affective Filter Hypothesis, emphasizing the importance of emotional comfort in second language acquisition. Moreover, the students'

learning process followed the stages of experiential learning concrete experience, reflective observation, abstract conceptualization, and active experimentation as outlined in Kolb's Experiential Learning Theory. This demonstrates that students learned more effectively through active participation.

Despite the positive findings, this study has several limitations. First, the sample size was relatively small, involving only two classes from a single school, which limits the generalizability of the results to a broader population. Second, the treatment duration was relatively short, making it difficult to measure the long-term effects of the picture games method. Third, students' perceptions were gathered solely through questionnaires, without additional qualitative data such as classroom observations or interviews that could provide deeper insights. Lastly, since the researcher also acted as the instructor in both the experimental and control classes, there is a potential for researcher bias, even though different instructional approaches were applied clearly in each group.

In summary, picture games proved to be not only effective in enhancing the technical aspects of students' speaking skills such as pronunciation, fluency, vocabulary, grammar, and comprehension but also in promoting emotional and psychological growth. The method fostered increased self-confidence, reduced anxiety, and created a more enjoyable and supportive environment for speaking English. These outcomes highlight the holistic benefits of using picture games in language learning, making it a powerful and engaging instructional tool.

B. Suggestion

Based on the conclusion above, the researcher would like to give several suggestions related to this research, addressed to English teachers, students, and future researchers. The suggestions are as follows:

1. English Teachers

English teachers are encouraged to implement picture games regularly at the beginning of speaking lessons to activate students' vocabulary and reduce speaking anxiety. These games can serve as effective warm-up tools to set a

positive tone for the lesson. In addition to warm-ups, picture games should also be incorporated into the main speaking activities, such as storytelling, role-playing, and descriptive speaking tasks, to strengthen speaking fluency and vocabulary use. To ensure effectiveness, teachers should select or design picture materials that are aligned with the lesson objectives and tailored to students' proficiency levels. Furthermore, providing support tools such as vocabulary banks, sentence starters, or question prompts can help students, especially those who struggle with generating ideas or speaking spontaneously.

2. Students

Students are encouraged to actively engage in picture game activities by practicing speaking using their own words, collaborating with peers, and being open to feedback. To maximize the benefits, students should view the games as learning opportunities, not just entertainment. Participating in these activities regularly can help reduce speaking anxiety, build confidence, and develop communication skills. In addition, students should take initiative to expand their vocabulary outside the classroom by reading, watching English content, or using vocabulary apps, so they can apply new words more effectively during speaking exercises.

3. Future Researchers

Future researchers are recommended to investigate the long-term impact of picture games on various aspects of speaking skills, such as vocabulary retention, grammatical accuracy, and pronunciation. Future studies may also compare picture games with other speaking strategies like digital storytelling, video-based learning, or AI-assisted speaking tools to determine relative effectiveness. Researchers are also encouraged to design studies with a larger sample size, longer intervention period, or involving different education levels (e.g., junior high school or university students) to broaden the understanding of how picture games support language learning. Additionally, it is recommended that future researchers address the limitations of this study and build upon its findings to further improve instructional practices.

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